

2012

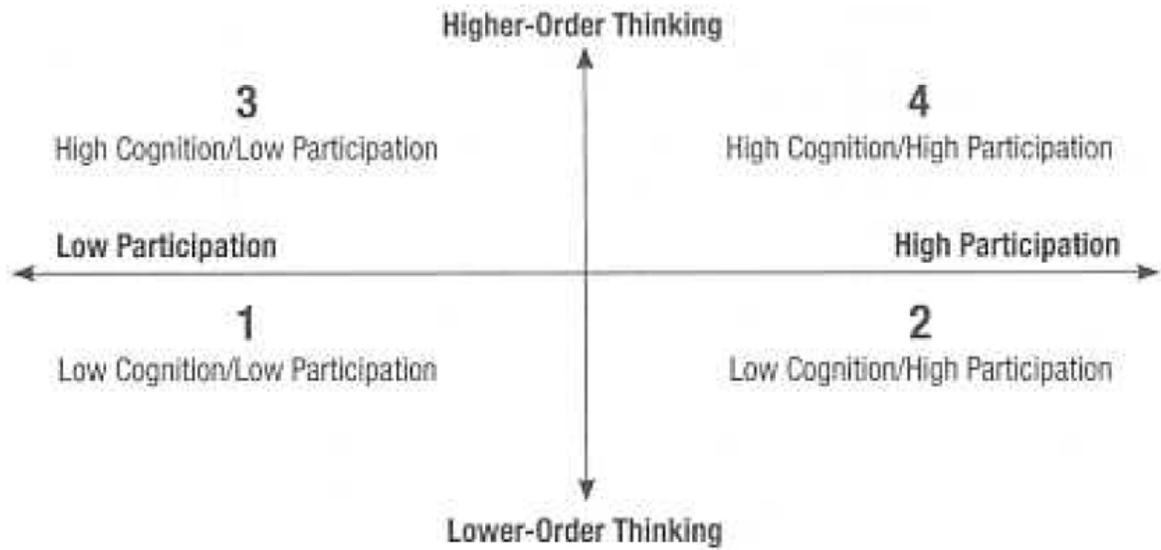
Twin Cities Area Lutheran  
Principals' Conference

Summer Workshop

# [ASSESSMENT FOR MEANINGFUL LEARNING – RESOURCE PACKET]

## TPT Cognitive Engagement Model and Quadrant Analysis

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Found in Himmele, P. & Himmele W. (2011) *Total Participation Techniques*.

## Performance of Understanding

### Learning Target #2

I have a basic understanding of the formative assessment process and terms.

#### Definition of Formative Assessment

*It is an active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence with the express goal of improving student achievement. (Moss & Brookhart, 2009)*

Directions: Explain the formative assessment process *in your own words* by **unpacking** the terms or phrases in the definition above and **using four out of six** of the following examples of jargon:

- shared learning targets
- criteria for success / “look fors”
- performance of understanding
- gathering data
- feedback to feed forward
- scaffolding

#### Self-Assessment Rubric

<b>Unpack the following terms or phrases</b>	<b>Points (1 point each)</b>
1. Active and intentional learning process	
2. Partners the teacher and students	
3. Continuously and systematically	
4. Gather evidence of learning	
5. Express goal of improving student achievement	
<b>Uses four of the following examples of jargon</b>	<b>Points (1 point each)</b>
1. Shared learning targets	
2. Criteria for success or “look fors”	
3. Performance of understanding	
4. Gathering data	
5. Feedback to feed forward	
6. Scaffolding	
<b>Total Points</b>	

## **Formative Assessment Data Gathering Tools**

*designed for teachers and students to gather evidence of learning – not for evaluation or grading*

**Learning / Response Logs:** Learning logs are used for student reflections on the material they are learning. In the log, students record the process they go through in learning something new, and any questions they may need to have clarified. This allows students to make connections to what they have learned, set goals, and reflect upon their learning process. The act of writing about thinking helps students become deeper thinkers and better writers. Response logs are similar to learning logs, but the students often respond to a specific prompt by the teacher. These can also be a teacher to student assessment tool if the teacher reads through them and writes responses to the students.

**Windshield Check:** Using the analogy of a windshield, students will decide which of the following best describes what they know about the concept:

CLEAR = I get it! I thoroughly understand the concept.

BUGGY = I understand it for the most part, but a few things are still unclear.

MUDDY = I don't get it at all.

**Fist to Five:** The teacher asks students to use their hand to signal their depth of understanding. A fist means, "I don't understand any of it," while all five fingers out means, "I understand it completely." Students can signal by raising 1, 2, 3, or 4 fingers also. The teacher can have those who hold up a five explain it to the class or to those with a 0 or 1.

**Colored Cups:** Each student has three cups – red, yellow, green. As students work independently, they display the appropriate color of cup to indicate their understanding of the concept. A green means, "I am working OK and encountering no problems." A yellow cup means, "I still have some questions because I can't do some of the work." A red cup means, "I am lost and I don't know how to proceed."

**Think-Pair-Share:** Ask students to reflect on a question or prompt. Give them a brief amount of time to formulate a response. Ask students to pair up or turn to their assigned partner. Ask them to discuss their response.

**Thumbs up / Thumbs down:** Students assess their comfort level with their understanding, and at the teacher's prompt indicate it with their thumbs. Up – I understand or agree, Down – I don't understand or agree, Side – I understand somewhat, or am neutral.

**Thumbs-Up When Ready:** Ask students to reflect on your prompt. Explain that when they have a clear thought about the prompt, they should put their thumb up as an indication they are ready to move on. Add a pair-share.

**Quick-Writes:** Select a prompt you would like students to address. Give students a specific amount of time to collect their thoughts and jot down a response. Follow this up with a pair-share, or another way to respond.

**Quick-Draws:** Select a "big idea" or major concept within the lesson. Ask students to reflect on the meaning of the concept and create a visual image that represents that concept. Have student share and explain their image with a partner, in a small group, or using a chalkboard-splash (next).

**Chalkboard-Splash:** Create a sentence starter, prompt, or question for which you would like all students to see all of their peers' responses (can be a quick-write or quick-draw). Ask students to copy their responses onto random spots on the chalkboard. Have students walk around, analyze, and jot down similarities, differences, and surprises. Ask students to get in small groups and share what they noticed in terms of similarities, differences, and surprises, before asking for volunteers to share.

**Similes:** Create similes using some of the topics you are studying by making a connection between the topic you are studying and something unrelated. The topic is like ... Ask students to formulate an explanation of how the simile might be true. Have students to share with partner, group, or with chalkboard-splash.

**Ranking:** Select items that can be ranked in your unit of instruction. Ask students to rank them according to specified criteria and provide a justification for the way they chose to rank them. Share with a partner and re-rank if you change your mind.

**Confer, Compare, and Clarify:** Ask students to pair up (or assign pairs) and confer, compare, and clarify. Confer is getting together and sharing a one-sentence summary of what they believe is the most important part of the lesson. Compare gives students a chance to read each other's notes and compare to their own. Allow them to borrow each other's thoughts. Clarify means students write down any questions they may have. Join with another pair (group of four now) and share clarifying questions. Any questions that the group of four cannot answer should be written on the board. Teacher addresses the questions on the board.

**Graphic Organizers:** Teacher provides a graphic organizer (google for some) that fit the lesson presentation. Students fill them out. They hand them in and allow teacher feedback.

**Anticipatory Guides:** Create true/false statements related to the content you will be presenting. Ask students to read statements and predict the response. Students record responses in a "before" column. Address each statement as it comes up in your lesson. Have students use thumbs-up to share new answer and record in "after" column.

**3-Sentence Wrap-Up:** At end of presentation have student summarize in three sentences or fewer. Have small groups get together to share or refine their summaries. Have them hand them in so you can see how well they understood.

**Anecdotal Notes:** These are short notes written during a lesson as students work in groups or individually, or after the lesson is complete. The teacher reflects on a specific aspect of the learning (e.g. sorts geometric shapes correctly) and makes notes on the student's progress toward master of that learning target. Anecdotal records can be organized in a notebook, on a form, with note cards, or with sticky notes.

**Questioning:** The teacher asks questions that prompt student reflection, probing, insight, and evaluation.

**Exit Slips:** Exit slips are written responses to questions that the teacher poses at the end of a lesson or a class to assess student understanding of key concepts. They should take no more than 5 minutes to complete and are taken up as students leave the classroom. The teacher can quickly determine which student have it, which ones need a little help, and which ones are going to require much more instruction on the concept. The teacher uses the information to plan the next day's lesson.

**Admit Slip:** These are like exit slips, but they are done prior to the beginning of class. Students may be asked to reflect on their understanding of the previous night's homework, or they may reflect on the previous day's lesson.

**Four Corners:** This is a quick strategy to gauge student understanding and engage students in a discussion of controversial topics. The four corners of the classroom are labeled as *strongly agree*, *agree disagree*, and *strongly disagree*. After the teacher presents a question, students move to the corner that best expresses their view. Students discuss their opinions and reasons for it in their corner. The teacher listens to their discussions. Students may also be asked to summarize their discussion for the entire class.

**Constructive Quizzes / Online Polling:** Periodic quizzes or polls given to provide feedback to students and the teacher on the students' degree of understanding. The results are used immediately to modify instruction, and they are never used as a grade.

**Formative Assessment Process  
Lesson Plan Guide**

Grade level: \_\_\_\_\_ Duration of Lesson (hours / minutes): \_\_\_\_\_

Subject: \_\_\_\_\_ Topic: \_\_\_\_\_

Today's lesson is part of this unit of study: \_\_\_\_\_

How many lessons in this unit? \_\_\_\_\_

Where does the lesson fall in the unit?  Beginning  Middle  End

**I. Where am I going?**

**A. Instructional Objectives**

**B. How today's lesson fits into the learning trajectory**

What have students learned so far?

How will today's lesson help students in future lessons?

**C. Today's Learning Target**

Written from the student's viewpoint in student-friendly language

I can (will) . . .

I will show I can do (know) this by . . .

It is important for me to be able to do(know) this because . . .

**D. Instructional Strategies to Reach the Target**

**II. Where am I now?**

**A. Performance of Understanding**

This is what my students will do, say, write, or make during today's lesson to deepen their understanding and generate evidence of their learning.

**B. Criteria for Success**

What criteria for the performance of understanding will show to your students and you that they have met today's learning target?

Criteria	MINIMAL	BASIC	PROFICIENT	MASTERY

**C. Other Formative Assessment Tools**

Besides the performance of understanding, what other tools will you use to let you and your students know whether their learning is on-target?

Self-assessments

Peer-assessments

Teacher- assessments

**III. How can I close the gap?**

What strategy or strategies can help me get closer to where I need to go?

**A. Feed Forward (sample)**

1. I / you can do this well . . .
2. I / you are unsure about or need more practice with . . .
3. I / you can improve by doing . . .

**B. Scaffolding Ideas**

**SAMPLE**

**Formative Assessment Process  
Lesson Plan Guide**

Grade level: 7 - 8 Duration of Lesson (hours / minutes): 45 minutes

Subject: U.S. History Topic: World War I

Today's lesson is part of this unit of study: The causes of World War I

How many lessons in this unit? 12

Where does the lesson fall in the unit?  Beginning  Middle  End

**Where am I going?**

**A. Instructional Objectives**

The students will

1. Identify the major causes of World War I as *Militarism, Alliances, Imperialism, and Nationalism*.
2. Describe how each cause contributed to the start of WWI.
3. Name the assassination of Archduke Franz Ferdinand and his wife as the spark that ignited World War I.
4. Evaluate whether WWI would have occurred if Franz Ferdinand had not been assassinated.
5. Compare the causes of World War I to conditions in the world today.
6. Decide whether such a war could occur today and defend their position based upon the causes of World War I and the conditions in the world today.

**B. How today's lesson fits into the learning trajectory**

What have students learned so far?

The students have learned about the worlds "age of imperialism" and its effects on the people of Europe and other countries.

How will today's lesson help students in future lessons?

The students will use their knowledge of the start of World War I to evaluate the Treaty of Versailles and to appreciate the importance of the U.S and other countries involvement in world affairs.

**C. Today's Learning Target**

Written from the student's viewpoint in student-friendly language

I can use my understanding of the causes of World War I to predict the likelihood of a World War happening today.

I will show I can do this by stating my opinion and defending it with evidence from history.

It is important for me to be able to do this so I can persuade my parents to vote for officials that work for peace.

**D. Instructional Strategies to Reach the Target**

1. Teacher will use guided reading and discussion in the textbook. Section: “Why did the World go to War?” pages 178 – 181.
2. Students will watch and discuss the video clip “The Causes of World War I” from History.com. <http://www.history.com/videos/causes-of-world-war-i#causes-of-world-war-i>
3. The students will use the Four Corners approach to apply their learning to their own lives. Students will go to one of four corners (strongly agree, agree, disagree, strongly disagree) to demonstrate their opinion to this statement: *Based on your knowledge of history and the conditions in the world today, the world is likely to have another World War soon.* Students will discuss in corner with others that hold the same opinion and a representative from each corner with summarize the discussion for the entire class.

**II. Where am I now?**

**D. Performance of Understanding**

This is what my students will do, say, write, or make during today’s lesson to deepen their understanding and generate evidence of their learning.

Create a Venn diagram to show how conditions at the time of WWI and today are both similar and different. They will write a brief paragraph underneath the diagram stating whether they think a world war could happen today. Students must defend their opinion with information they included in their Venn diagram.

**E. Criteria for Success**

What criteria for the performance of understanding will show to your students and you that they have met today’s learning target?

Criteria	MINIMAL	BASIC	PROFICIENT	MASTERY
Venn Diagram is complete	Fewer than three causes of WWI and one or fewer modern conditions are listed.	At least three causes of WWI, and only two modern conditions are listed.	All causes of WWI and three or four modern conditions are listed.	All causes of WWI are listed and at least five modern day conditions are listed.
Venn Diagram is accurate	Few causes or conditions are placed correctly, and their placements cannot be defended.	Three or more causes or conditions are out of place historically and politically and their position cannot be defended.	Most placements of the causes and conditions are accurate or can be logically defended.	The placement of all causes and conditions in the diagram are historically and politically accurate.

Opinion clearly stated	There is no opinion or position taken.	The position is not clearly stated and the reader has only a vague understanding of the author's position.	The author's position is understood, but the opinion is not clearly stated.	The opinion directly states whether a World War is likely today.
Opinion supported by facts	Few facts are on the Venn diagram, and/or few, if any, support the opinion.	Some facts are not from the Venn diagram, and/or few support the opinion.	Facts are from the Venn diagram but most support the opinion.	Facts are from the Venn diagram and offer clear support of the author's position.

#### F. Other Formative Assessment Tools

Besides the performance of understanding, what other tools will you use to let you and your students know whether their learning is on-target?

Self-assessments

Thumbs Up / Thumbs Down: (agree or disagree with WWI was inevitable, regardless of assassination of Archduke Franz Ferdinand. Defend.

Think, pair, share: Respond to the following question: What if any of the conditions from pre-WWI occur today?

Peer-assessments

None

Teacher- assessments

Rank: Students rank the four causes and the assassination according to how important they think each is for causing WWI. 1 is most important.

Four Corners: Students respond to this question by going to one of four corners (Strongly Agree, Agree, Disagree, Strongly Disagree): Based on your knowledge of history and the conditions in the world today, the world is likely to have another World War soon.

### III. How can I close the gap?

What strategy or strategies can help me get closer to where I need to go?

#### C. Feed Forward (sample)

1. You can identify the causes of World War I and some modern world conditions that may lead to war, and your opinion is clearly written.
2. You need more practice selecting facts that support you opinion.
3. You can improve by reviewing each cause of WWI and each condition in the world today to make sure you understand them, and then consider each one at a time to decide if it supports your opinion or doesn't.

**D. Scaffolding Ideas**

1. Students who misidentify causes of WWI can work in a small group to review the textbook and practice explaining each cause in their own words.
2. Have sample Venn diagrams available to review with students who have trouble putting causes and conditions into the proper location.
3. Use questioning techniques to guide students to discover their opinions and state them clearly.
4. Review as a class some of the main arguments and supporting reasons discussed during the Four Corners exercise.

## Summative Assessment Models

### General Point Scheme

**FIGURE 5-2**

Example of a point scheme for a seventh-grade lab report

*Source: Courtesy of the Washington School District, Washington, Pennsylvania. Used by Permission.*

GROUP MEMBERS _____	MISS XXXXXX SCIENCE PER. _____		
<b>PENDULUM LAB REPORT</b>			
<u>75</u>	<u>POINTS POSSIBLE</u>	<u>POINTS RECEIVED</u>	
Pendulum Lab Report in Scientific Method Format			
<u>5</u>	* Purpose (Given in class)	_____	
<u>5</u>	* Hypothesis	_____	
<u>20</u>	* Experiment (in detail)	_____	
<u>10</u>	* Analysis	_____	
<u>5</u>	* Conclusion	_____	
<u>10</u>	* Neatness	_____	
<u>10</u>	* Sentence Structure (Complete sentences)	_____	
<u>10</u>	* Punctuation	_____	
<u>60</u>	Data Charts on Graph Paper		
<u>5</u>	* Proper Format (Given in class)	_____	
<u>45</u>	* Accuracy (Complete data info, labeled, etc.)	_____	
<u>10</u>	* Neatness	_____	
<u>35</u>	Cooperative Group Evaluation		
<u>20</u>	* Collaborative effort (collecting data, writing report)	_____	
<u>5</u>	* Accurate Information on all Data Sheets	_____	
<u>5</u>	* Complete Folders	_____	
<u>5</u>	* Organization	_____	
TOTAL POINTS POSSIBLE		TOTAL POINTS EARNED	
<u>170</u>		_____	
PERCENTAGE & GRADE _____			
<b>COMMENTS:</b>			

From: Brookhart, Susan M. (2004) *Grading*. Upper Saddle River, NJ

**Research Paper Assessment  
Feedback Sheet**

Name:

Topic:

Date:

Criteria	Points Possible	Points Awarded	Comments
Quality/Depth of Information Presented	25		
Depth of Reflection / Analysis	25		
Discussion of Application/Usefulness	20		
Research Base, Citations and Referencing Format (APA Style)	10		
Clarity, Flow and Structure of paper	10		
Grammar and Expression	10		
<b>Total</b>	<b>100</b>		

**Overall Comments:**

**Reaction Paper  
(10%)**

Name:

Sector:

Paper #:

Date Submitted:

Criteria	Points Possible	Points Awarded	Comments
Description of Sector/Case – Clarity	35		
Reaction - Clarity of Articulated Position and connection to sector/cases	35		
References & Citations – Relevance, Quality and Formatting	10		
Structure of paper/Grammar and Expression	20		
<b>Total</b>	<b>100</b>	<b>0</b>	

**Overall Comment**

From *The TLT Group*. <http://www.tltgroup.org/resources/rubrics.htm#SampleRubrics>

## Analytic Rubrics

**FIGURE 5-3**

Example of a general analytic rubric for math problem solving

### Problem Solving

#### Identify Relevant Information

- 4 — Identifies all relevant information
- 3 — Identifies most relevant information
- 2 — Identifies some relevant information
- 1 — Does not identify relevant information

#### Choose Solution Strategy

- 4 — Uses the most efficient, appropriate solution strategy
- 3 — Uses an appropriate solution strategy
- 2 — Uses an inappropriate solution strategy
- 1 — Does not use a solution strategy

#### Demonstrate Understanding

- 4 — Explanation, diagram, or algorithm shows clear understanding of mathematical concepts
- 3 — Explanation, diagram, or algorithm may not be clear
- 2 — Explanation, diagram, or algorithm shows lack of understanding of mathematical concepts
- 1 — No explanation or complete lack of understanding

#### Report Solution

- 4 — Reports correct solution, clearly labeled
- 3 — Reports correct or nearly correct solution; minor computational errors may be present
- 2 — Reports incorrect solution; major computational errors may be present
- 1 — Reports no solution or guesses

**Sample Analytic Rubric from Rubistar**  
Rubistar.4teachers.org

Student Name: \_\_\_\_\_

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	

# Book Cover Rubric

	5	4	3	2	1
<b>FRONT COVER</b>	The cover is creative and vividly depicts the story.	The cover is creative and depicts the story.	The cover depicts the story.	The cover barely depicts the story.	The cover does not depict the story.
<b>BACK COVER</b>	The back cover tells a great deal more about the story.	The back cover tells more about the story.	The back cover is related to the story.	The back cover is barely related to the story.	The back cover does not relate to the story.
<b>SPINE</b>	The spine has all of the needed components.	The spine has most of the needed components.	The spine has several of the needed components.	The spine has some of the needed components.	The spine has few or none of the needed components.
<b>FRONT FLAP</b>	The summary of the story is accurate with specific details.	The summary is accurate with some details.	The summary is accurate with few details.	The summary is accurate with no details.	The summary is inaccurate with no details.
<b>BACK FLAP</b>	The biography information is accurate with specific details.	The biography information is accurate with some details.	The biography information is accurate with few details.	The biography information is accurate with no details.	The biography information is inaccurate with no details.
<b>EFFORT</b>	The product shows that much time and effort were used.	The product is quality work.	The product is average work.	The product is barely average work.	The product is below average work.
<b>REQUIRED COMPONENTS</b>	The project meets the guidelines.	The project meets the guidelines.	The project barely meets the guidelines.	The project does not meet the guidelines.	The project does not meet the guidelines.
<b>OTHER</b>					

### Rubric Evaluation Rubric

Criteria	1	2	3	Score
<b>Valid</b>	Assesses little of what has been taught	Mostly assesses what has been taught	Assesses only what has been taught	
	Match between weights and criteria not apparent	Some weighting of criteria not apparent	All weighting is intuitively apparent	
<b>Fair</b>	Does not accurately represent student achievement		Accurately represents student achievement	
	Inconsistent evaluation tool		Consistent evaluation tool	
<b>Easy to Use</b>	Descriptors are vague or hard to measure	Some descriptors are vague or hard to measure	Descriptors are measurable	
	Layout is confusing	Layout interferes with, but does not prevent use	Layout contributes to successful use	
<b>Easy to Understand</b>	Relationship between rubric and quality student work is unclear	Relationship between rubric and quality student work is clear after careful observation or explanation	Relationship between rubric and quality student work is immediately apparent	
	Does not provide student with useful feedback	Provides feedback on student work with additional explanation	Provides for clear feedback on student work without additional explanation	

#### Resources

- Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. King's College, London School of Education, London, UK.
- Brookhart, S. M. (2004). *Grading*. Upper Saddle River, NJ: Pearson.
- Himmele, P., & W, H. (2011). *Total participation techniques: Making every student an active learner*. Alexandria, VA: ASCD.
- Moss, C. M., & Brookhart, S. M. (2009). *Advancing formative assessment in every classroom*. Alexandria, VA: ASCD.
- Moss, C. M., & Brookhart, S. M. (2012). *Learning targets: Helping students aim for understanding in today's lesson*.